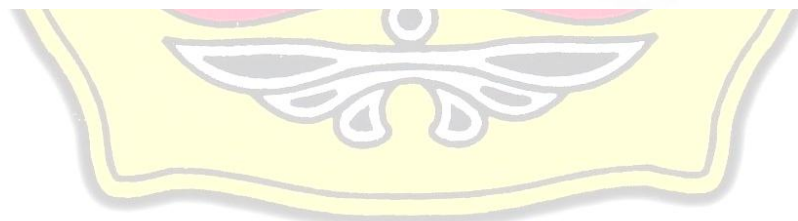




**A THEMATIC PROGRESSION ANALYSIS OF RECOUNT TEXTS  
WRITTEN BY TENTH GRADE STUDENTS OF SMA N 1 JEKULO  
KUDUS  
IN ACADEMIC YEAR 2013/2014**

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MURIA KUDUS UNIVERSITY  
2013**



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WRITTEN BY TENTH GRADE STUDENTS  
OF SMA N 1 JEKULO KUDUS  
IN ACADEMIC YEAR 2013/2014**

**SKRIPSI**

**Presented to  
Muria Kudus University  
In Partial Fulfillment of the Requirements  
For Completing the Sarjana Program  
In English Education Department**



## MOTTO AND DEDICATION

### Motto:

- ❖ *Fainna ma'al usri yusroo, Innama'al usri yusroo.* (QS Al-Insyirah [94] : 6-7)
- ❖ Learning in small hours like carved on the rocks, learning in the old time like carving on the water.
- ❖ Learn without pray is arrogant, and pray without learn is lie.

### Dedication:


This skripsi is dedicated to:

- ❖ Allah SWT the Almighty
- ❖ Her beloved parents (Jamadi and Suwarsi) who always give their love, attention and pray for me
- ❖ Her beloved brother & sister (Agus Sumaryanto & Selvi Ayu Marlantan)
- ❖ Her beloved fiance Hadi Santoso who always give his support, smile, love, attention and pray for me.
- ❖ Her close friends: Santi, Deponk, Mbah Chalim, Afriyya, Dita, Anis, Tanti, Aye who always support and help me
- ❖ All of her friends in English Education Department 2009

### ADVISOR'S APPROVAL


This is to certify that the skripsi of Lissa Listyani (2009-32-304) has been approved by the skripsi advisors for further approval by the Examining Committee.

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Kudus, September

2013

The Writer

Lissa Listyani



## ABSTRACT

Listyani, Lissa.2013. *A Thematic Progression Analysis of Recount Texts Written by Tenth Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014*. Skripsi, English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Nuraeningsih S.Pd, M.Pd, (ii) Atik Rokhayani, S.Pd, M.Pd

**Key words:** the thematic progression, the theme-rheme, the recount text.

Thematic progression is one of system to know the coherent whole text. The thematic progression is also the element development of a clause connects each other called theme-rheme, is the text contains all new meaning or repeating meaning from the theme of one clause in the theme of subsequent clauses or by placing elements from rheme of one clause into the theme.

The objectives of this research are to find out the types of theme and to describe the thematic progression in the recount texts written by tenth grade students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014.

The design of this research is descriptive qualitative. Whereas the data of this research is the thematic progression in the recount texts written by the tenth grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 and the data source of this research is the thirty-five recount texts written by tenth grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 that given to the writer.

After the data identified and analyzed, the writer found three types of theme in the recount texts. They are Topical theme, Textual theme and Interpersonal theme. The result shows that the numbers of types of theme in the thirty five recount text are 543 Themes. Those are Topical Theme consists of Marked Topical Theme (163), and Unmarked Topical Theme (256), then Textual Theme consists of Conjunctive (58), Continuative (22), and Structural (41), the last Interpersonal Theme consists of Vocative (0), Modal (0) and WH- elements (3). Next, there are two types of thematic progression pattern in the thirty-five of recount texts; they are theme reiteration/constant theme pattern and zig-zag/linear theme pattern.

Based on the result of the research above, the writer concludes that the dominant of type of theme that is used in the recount texts written by tenth grade students of SMA N 1 Jekulo Kudus is Ideational Theme in Unmarked Topical Theme. Next the use a Thematic Progression in the recount text written by tenth grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 cannot be classified due to unclear pattern. In one text consists of one or two types of thematic progression pattern. It can be seen from the thematic progression in thirty-five of recount texts are constant and unconstant. The writer also suggest for the the teachers, students and other researchers. It is better if they have knowledge about theme-rheme system and thematic progression pattern. By using the thematic progression system, we will know the coherent of the text.

## ABSTRAK

Listyani, Lissa.2013. *Analisis Perkembangan Tema pada Teks Recount yang ditulis oleh Siswa Kelas Sepuluh SMA N 01 Jekulo Kudus Tahun Pengajaran 2013/2014. Skripsi*. Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing; (i) Nuraeningsih S.Pd, M.Pd, (ii) Atik Rokhayani, S.Pd, M.Pd

**Kata Kunci:** Perkembangan Tema, Tema-Rima, Teks Recount.

Perkembangan Tema merupakan salah satu cara untuk mengetahui hubungan keseluruhan teks. Perkembangan Tema juga merupakan pengembangan unsur sebuah klausa untuk menghubungkan satu sama lain yang disebut tema-rima, apakah teks tersebut mengandung makna baru atau mengulang makna dari tema salah satu klausa di tema klausa berikutnya atau menempatkan unsur rima dari salah satu klausa ke tema.

Tujuan dari penelitian ini adalah untuk menemukan jenis-jenis tema dan untuk mendeskripsikan perkembangan tema pada teks recount yang ditulis oleh siswa kelas sepuluh SMA N 01 Jekulo Kudus tahun pengajaran 2013/2014.

Rancangan dari penelitian ini yaitu deskriptif kualitatif. Sedangkan data dari penelitian ini adalah perkembangan tema pada teks recount yang ditulis oleh siswa kelas sepuluh SMA N 01 Jekulo Kudus tahun pengajaran 2013/2014 dan sumber data dari penelitian ini adalah sepuluh teks recount yang ditulis oleh siswa kelas sepuluh SMA N 01 Jekulo Kudus tahun pengajaran 2013/2014 yang diberikan oleh penulis.

Berdasarkan dari analisis data, telah ditemukan dua jenis tema di dalam teks recount. Yaitu tema topikal, tema tekstual, dan tema interpersonal. Jumlah tipe dari tema adalah 543. Mereka adalah Marked Topical Theme (163), dan Unmarked Topical Theme (256), kemudian Textual Theme terdiri dari Conjunctive (58), Continuative (22), dan Structural (41), terakhir Interpersoal Theme terdiri dari Vocative (0), Modal (0) dan WH- elements (3). Selanjutnya ada dua pengembangan tematik di 35 teks recount; mereka adalah reiteration/ tema constant dan zigzag/ tema linier.

Berdasarkan hasil penelitian di atas, penulis menyimpulkan bahwa Jenis tema yang banyak digunakan di dalam teks recount yang telah dianalisis yaitu jenis tema ideational di tema topikal tak ditandai. Selanjutnya, penggunaan perkembangan thematic dalam teks recount yang di tulis oleh siswa kelas sepuluh dari SMA 1 Jekulo Kudus di tahun akademik 2013/2014 tidak dapat di golongan karena rumusnya tidak jelas. Dalam satu teks terdiri dari satu atau lebih tipe perkembangan tematik. Ini dapat dilihat dari perkembangan tematik dari 35 teks recount yang beraturan dan tak beraturan. Penulis juga menyarankan untuk guru, siswa, dan peneliti lainnya. Ini akan lebih baik jika mereka memiliki pengetahuan tentang tema- rheme dan perkembangan tematik. Dengan menggunakan perkembangan tematik , kita akan mengetahui teks yang koherens.

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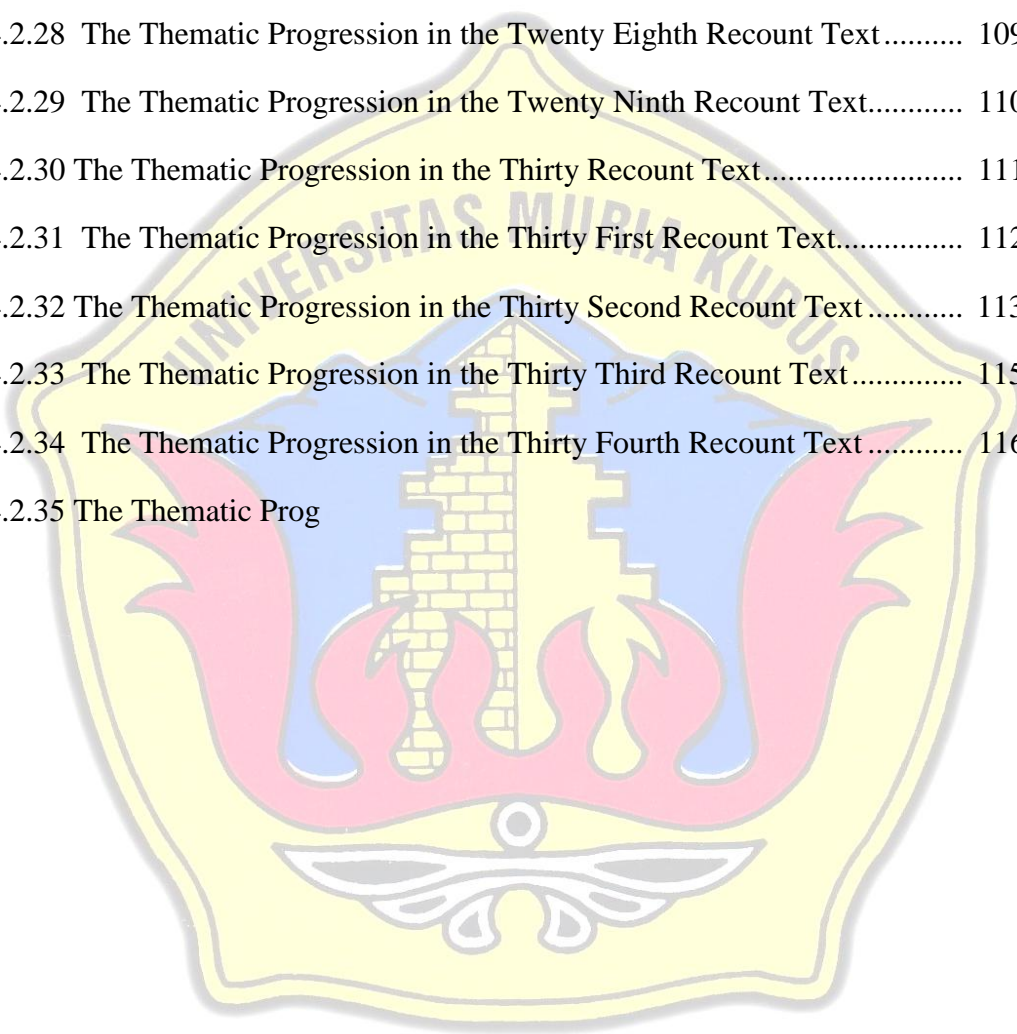


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